

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	Place date stamp here. <div style="text-align: right; font-size: small;">RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -2 4:11:10 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div>
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Cameron ISD	166901		
Vendor ID #	ESC Region #		
	6		
Mailing address	City	State	ZIP Code
PO Box 712	Cameron	TX	76520

Primary Contact

First name	M.I.	Last name	Title
Kenneth	L	Driska	CTE Director
Telephone #	Email address		FAX #
254.697.6737	kdriska@cameronisd.net		254.697.2970

Secondary Contact

First name	M.I.	Last name	Title
Missi		Giesenschlag	Director of Administrative Services
Telephone #	Email address		FAX #
254.697.3512	mgiesenschlag@cameronisd.net		254.697.2448

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Allan		Sapp	Superintendent
Telephone #	Email address		FAX #
254.697.3512	asapp@cameronisd.net		254.697.2448
Signature (blue ink preferred)		Date signed	

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	<u>Indirect cost</u> (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID:

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Cameron Junior High

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Cameron ISD plans to provide technology devices and internet access to students in grades 6 through 8 so that they can access digital content while away from the school campus. Cameron ISD is a rural school district with approximately 75% of students identified as economically disadvantaged. State data also indicates that 25% of the residents in Milam County live under the poverty line. The ability to access academic content for our students is essential so they can remain competitive in preparing for postsecondary education as well as for a global workforce.

All students in grades 6 through 8 are currently issued a Chromebook with internet access. We will provide internet access through purchasing 100 mobile Wi-Fi hotspots. Access to TEKS for mathematics courses are possible through a district purchase of a digital subscription of Sapling Learning. This will give students immediate access to video lessons and tutorials, practice lessons, quizzes, and math tools so they can easily find answers to questions they may have while completing their class assignments. The internet access provided by the Wi-Fi hotspots will also allow students to make use of the content within the STEMScopes science curriculum designed by Rice University. STEMScopes is a comprehensive online curriculum program that provides hands on activities, plus intervention and acceleration materials for students to complete as homework or enrichment activities. STEMScopes also provides authentic science assessments with answer keys and fundamental science background information to help teachers ensure that their students are on track for college readiness. The curriculum's design prepares students to master 100% of the science TEKS as well as the STAAR assessment by focusing on a strict alignment to the standards. Students will also have access to EduSmart Science which includes online videos, lab simulations, lab notes, etc. Furthermore, students will have digital access to Think Through Math which recommends individuals learning pathways based on state standards, student grade and students performance level. Students will also use Texas Write Source allowing students to write and submit compositions to teachers in a paperless environment.

Priority will be given to students in grades 6 through 8 as they are already issued a Chromebook with internet capabilities because these students will take State assessments in Mathematics, English/Language Arts, Science, and Social Studies. Some of which require obtaining passing marks for grade advancement (8th Grade), or High School Graduation (End of Course Exams). The Technology Team has identified limited home internet access as one of the biggest deterrents to student success with our One-to-One Chromebook initiative in grades 6 through 12. It has been determined that full time internet access would greatly enrich the learning experiences of students. Furthermore, our students in grades 6 through 12 are familiar with the use of Chromebooks and issuance of wifi hotspots to students who need at home internet access but do not currently have it is the logical extension to the access they have at school.

The teaching staff at both Cameron Junior High are extremely prepared to implement this program due to participation of selected personnel at the Texas Computer Educators Association in Austin over the last several years and with all personnel attending technology implementation training through the District's own District Technology Academy offered as part of professional development during the summer and August in-service training over the last several years as well. One of our Counselors is a certified SMARTBoard Trainer and one of our Teachers has her Google certification. Many of our teachers have attended trainings on a Project-Based Learning Model provided by ESC Region VI. All of these professionals will play a key role in supporting this wireless technology initiative at the Cameron Junior High.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID:			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$50000	\$	50000
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$50000	\$	50000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$50000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$7500
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID:		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Verizon Mifi Jetpack with unlimited data	50000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$50000
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$50000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID:		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$0
Grand total:		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID:		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID:		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11	55 Verizon Mifi Jetpacks with subscription for 10 months per year for two years	55	\$45	49500
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$4950074.5

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID:										Amendment # (for amendments only):				
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged		74.5%												
Limited English proficient (LEP)		4.7%												
Disciplinary placements		N/A%												
Attendance rate	NA	95.5%												
Annual dropout rate (Gr 9-12)	NA	DNA%												
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution								
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							141	130	137					408

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Schedule #13—Needs Assessment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cameron Junior High implemented a one-to-one Chromebook initiative for 8th grade students beginning with the 2012-2013 school year. The program has since been expanded to include all grades (6th through 8th) at Cameron Junior High due to a successful implementation of the program that began in 2012. This is evident by student performance data, classroom observation data, and survey information collected from teachers. That year alone STAAR data showed increased results in Reading of 2%, Science improved by 4%, and Social Studies improved by 8% from the previous year.

Cameron Junior High currently has a population of 408 students. A recent survey completed by students shows that 30% of the students on this campus lacked any internet access at home. By providing internet access to students at Cameron Junior High in their home the District will ensure that an access gap does not prevent students who do not have internet access from being disadvantaged. At the campus, the District has Chromebooks to issue to every student, purchased with previous grant funds as well as with Instructional Materials Allotment (IMA) funds. By providing internet access to students who do not have it in their home that they can use twenty-four hours a day and seven days a week, the school will be able to dedicate the Chromebooks it has issued to students so that they can access their learning material provided through online textbook subscriptions and other online resources such as The Kahn Academy at any time they need it.

Student performance on the 7th Grade STAAR Writing Assessment has historically been a challenging academic area for students in Cameron ISD. In 2017 only 51% of the students on the Cameron Junior High Campus as well as 51% of students who fall in the Economically Disadvantaged subgroup were successful on the assessment. Cameron ISD is working diligently to improve student achievement in the area of Writing. The increased expectations of the State standards and State assessments, result in the District needing to dedicate more resources to ensure that our students meet the desired expectations on all exams. By providing wireless internet to the students at home through wireless MiFi devices students will have access to instruction on their writing while at home, as well as be able to practice their writing using their Chromebook devices. Texas Write Source was adopted by the District to help fill the gaps identified by the STAAR Writing Assessment. Texas Write Source offers a combination of print and digital materials through the adoption. Online components allow student to write and submit compositions to teachers in a paperless environment. Students are also provided the opportunity to publish their best work for others to review. The digital component provides students with graphic organizers for the following writing styles as well: Narrative, Persuasive, Expository, and Research. This grant would allow students who do not have internet access at home to fully utilize the program while in and out of class. Another comprehensive program that the District has adopted at Cameron Junior High is STEMScopes for Science instruction. It provides hands-on inquiry activities, as well as intervention and acceleration materials for students to complete as remediation or enrichment activities. Think Through Math is a program the District has to provide one-to-one teacher differentiated math instruction through a unique integration of proprietary tutoring technology and live, online certified teachers. As a web-based solution, this can only be accessed if internet access is available – which is again a reason for this grant to provide internet access to students that do not have it at home. The McGraw-Hill math resource adoption aslo has math resources available online for students to practice math skills through online lessons, math tools, tutorial videos, and enrichment activities to improve their knowledge and skills of math concepts. The grant would also alleviate the issue that arises in Junior High academics when students must be absent from class for extra-curricular activities as they would be able to use their wireless internet access to complete assignments and master skills. Students would also be able to collaborate on assignments outside of the school day through Google Classroom. They could discuss questions related o the daily lesson or homework. Teachers could help answer questions about the lessons or homework while the student is at home or away from school. Teachers would also be able to set up tutorial videos that students could view through Google Classroom.

Schedule #13—Needs Assessment (cont.)**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID:		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Improve student academic performance in the area of Writing	Students would be provided with 24-7 access to technology which would allow for extended learning opportunities to develop learning skills.
2.	Improve student academic performance in the area of Social Studies.	Students would be provided with 24-7 access to technology which would allow them to conduct virtual tours of various historical locations as well as access to other online resources such as historical libraries.
3.	Provide students with opportunities to develop creativity skills.	Students will be able to use applications such as Audiotool, WeVideo, Aviary Design Suite, Google Sketchup, and others which will allow for the development of creativity skills for the 21 st Century workforces.
4.	Provide students with opportunities to develop communication skills	Students will be able to use MindMeister, Edmodo, Google Drive, Google Classroom, Blogger, and other tools that foster the development of communication skills that are necessary to thrive in a digital environment.
5.	Develop proficiency of teachers in using various means of technology so that classroom experiences reflect learning tools that are used in real world situations.	Through a sustained CISD Teacher Technology Academy we will be able to provide teachers with training and devices needed to implement a project-based learning environment.

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Schedule #14—Management Plan

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1	Superintendent	Has continued the extensive technology integration in our District committing to putting devices in the hands of our student learners in Cameron ISD.
2	Assistant Superintendent	Has experience integrating technology through an iPad and Chromebook initiative on our PK-2 nd grade campus as well as providing Instructional leadership through the use of Google Drive.
3	Principal	Has successfully overseen the implementation of the Chromebook initiative that is in place at Cameron Junior High for grades 6 through 8.
4	Operations Director	Works with the technology support staff in Cameron ISD to implement and service devices for teachers and students as well as maintain a robust on-campus network.
5	6 th – 8 th Grade Teachers	Teachers at Cameron Junior High have received various trainings in the areas of project-based learning and the implementation of Web 2.0 tools.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1	Prepare staff to effectively maintain a 1:1 mobile device initiative	1. Campus based professional development	08/13/2018	08/17/2018
		2. Eduhero on-demand training	09/01/2018	12/31/2018
		3. Core Course Online Textbook training	09/01/2018	10/01/2018
		4. Customized Onsite Training	09/01/2018	12/31/2018
		5. Ongoing staff integration support	08/13/2018	08/13/2020
2	Provide 24-7 access for 6 th – 8 th grade students to digital curriculum	1. Orientation of Acceptable Use Policy with Students and Parents	09/01/2018	09/30/2018
		2. Maintain Connectivity Helpdesk	09/01/2018	08/31/2020
		3. Establish a paperless environment for students	10/01/2018	11/30/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3	Increase student achievement of 6 th – 8 th grade students on Stat Assessments	1. STEMScopes science curriculum	10/01/2018	5/29/2020
		2. Sapling Math (Algebra I)	10/01/2018	5/29/2020
		3. Writesource Activities	10/01/2018	5/29/2020
		4. Holt-McDougal History	10/01/2018	5/29/2020
		5. Discovery Education	10/01/2018	5/29/2020
4	Increase instructional time dedicated to self-directed learning higher-level thinking	1. Project-Based Learning support	10/01/2018	5/29/2020
		2. Technology Rich Student created products	10/01/2018	5/29/2020
		3. Student use of online and web 2.0 tools	10/01/2018	05/29/2020
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5	Maximize Student Communication and Collaboration	1. Communicate via online tools (Google Classroom)	10/01/2018	5/29/2020
		2. Digital Storage (Google Drive)	10/01/2018	5/29/2020
		3. Web-Based presentation tools	10/01/2018	5/29/2020
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus principal, assistant principals, and instructional coordinator will meet with the 6th through 8th grade teacher teams on a weekly basis to discuss implementation. Campus administrators will also conduct frequent classroom observations to document implementation of learning assignments to be completed outside of the regular school day to utilize the provided internet access. Teacher lesson plans will be reviewed on a weekly basis to ensure that instructional activities are being planned that correlate with grant objectives. The instructional coordinator will work with teachers to help plan technology rich lessons. District technology support staff will provide trouble shooting to ensure that all devices are functioning correctly. Student online usage records will be reviewed as a measure of the quantity of usage away from school. The annual parent survey will also include questions related to the parent's perception of the impact of the one-to-one initiative and how it is affecting their child's growth as a learner. Online student surveys will also be used to collect data related to student's views on the quality of implementation of the one-to-one project.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District is currently committed to providing electronic content to its students through the STEMScopes Science curriculum, Discovery Education, Google Apps for Education, EduSmart Science, McGraw Hill Math, Sapling Math, and Holt-McDougal History. Cameron Junior High Students currently have access to various online resources including the Khan Academy, Edgenuity, and Texas Write Source that can be used in a computer lab setting or by limited mobile devices that area available to them during the day. The awarding of this grant will allow students to have greater access to these instructional resources twenty-four hours a day, seven days a week. Also, with the mobile devices previously purchased through grants and Instructional Materials Allotment (IMA) funds, the district will be able to channel additional resources such as Title I funds to purchase additional digital content for students.

Cameron ISD has established a structure that supports teacher implementation of technology and student usage of technology. The District has a strong administrative team that meets regularly to discuss student learning, to include the effect of the use of technology available both during the school day and outside of the school day. During the last several years the District has ensured that all core classrooms in the District, Pre-K through grade 12, have SMARTboards. Funds were invested to train one of our Junior High Staff members through SMART Interactive Solutions to serve as a trainer of trainers for SMARTboard implementation. The campus has instructors who have attended the Google Certification program. Also, during the past several years the District has provided the teachers and support staff with a Technology Professional Development Academy related to the use of various Web 2.0 tools and the implementation of project-based learning strategies. Federal e-rate funds have been used to purchase 150 megabytes of bandwidth and local funds have been used to upgrade networking systems and bandwidth capacity to improve the quality of our wireless access on campuses. The funds from this grant will support our ongoing technology initiative to include access outside the school day of digital curriculum and provide opportunities for student collaboration.

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Schedule #15—Project Evaluation

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Administrative review of professional development implementation	1.	Classroom observations
		2.	Lesson Plan Reviews
		3.	Teacher and Parent Surveys
2.	Electronic submission of products by students	1.	Time-Stamped Data
		2.	Collaboration during non-school hours
		3.	Reports of student use by digital content providers
3.	Improvement of Student Achievement	1.	Impact of STEMscopes based on 8 th Grade STAAR results
		2.	Impact of McGraw-Hill & Sapling Math based on 6 th – 8 th STAAR results
		3.	Impact of scores on 7 th Grade STAAR Writing
4.	Administrative review of student products	1.	Gradebooks
		2.	Classroom Observations
		3.	Student Technology Showcase
5.	Administrative review of instructional strategies	1.	Student Surveys
		2.	Review usage of technology tools i.e. Google Classroom, STEMscopes, etc
		3.	Classroom Observations

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus principal, who will be the campus project manager, will meet with 6th through 8th grade teacher teams individually on a weekly basis to discuss grant implementation. Feedback collected through these meetings will be shared with the Assistant Superintendent, who will serve as the District Project Manager via face-to-face meetings, phone conversations, or via E-mail bimonthly. An E-mail based help desk will be set up for students to E-mail their technical problems to for immediate assistance as well. A log of technical problems will be used to establish a Frequently Asked Questions (FAQ) page that can be posted to a link on the campus website so that students can trouble-shoot issues on their own. Also, teachers will be able to share implementation information and questions through a Google Share Blog that will be established by the District Grant Manager. Student feedback, six weeks grades, and progress monitoring data will be analyzed to determine which content area students are performing well and which content areas need further revision to ensure that the benefits of the project are maximized.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cameron ISD is aggressively pursuing an instructional environment that removes community and parent perception that education should only occur during the school day with a traditional pedagogy. Our District vision statement which is "Linking Learning to Life" reflects the District understanding of skills necessary for students to be successful in today's global economy. Because research verifies that effective teachers use their knowledge of subject matter and technology to facilitate experiences that advance student's authentic learning, creativity, and innovation in collaborative face-to-face and virtual environments, Cameron ISD administration brought Google Apps for Education to provide all students with digital lockers and Google Drive for cloud storage. The District is moving into a "cloud" platform that will enable students to communicate and collaborate anytime, anywhere, as long as they have internet access, using their Google accounts to access different apps and Web 2.0 tools. This has been an ongoing process and the availability of internet access at home will help with full implementation of this initiative.

Funding from the Technology Lending Program will enhance the District's "cloud" initiative by guaranteeing twenty-four hours a day, seven days a week, access of not only adopted curriculum such as STEMScopes, EduSMart, and Sapling, but also other instructional web-based sites like Edgenuity and iCEV for all 6th through 8th grade students, regardless of economic status or disability. Funding of this grant will provide the natural progression toward the District's goal of placing internet enabled mobile devices in the hands of all students at Cameron Junior High that they can use to access the internet while not only at school, but also at home so they have unlimited access of their digital resources. These wireless data hotspots will allow students who do not have internet access at home the ability to access those resources. These devices will not only facilitate the learning for the students through digital adopted curriculum, but also develop the skills of students in using presentation tools such as Prezi, Animoto, and Google Slides and Google Presentation. These tools, along with many others, will allow students to work without the confinements of classroom walls. Cloud computing allows real-time collaboration between students and teachers on projects, homework, and lessons. No longer will missing a class period be damaging to the student's personal learning. The absent student will be able to access daily lessons posted by the teacher on sites such as Google Classroom as well as collaborative notes taken by peers. Teachers could even post quizzes and other assessments to allow students to see if they have adequately learned the important material necessary to be successful.

Receiving the grant will enable the District to redirect local funds to secure additional teacher training toward exhibiting knowledge, skills, and work processed, representative of an innovative professional in a global and digital society. Professional development opportunities will increase teachers' leadership in the classroom by promoting and demonstrating the effective use of digital tools allowing the grant to have a greater impact on our students. This grant will complement the District's initiative and be a catalyst for future digital curriculum.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Multiple Board of Trustee adopted goals can be further addressed through the securing of this grant. First, Cameron ISD is utilizing innovative technology to access and create content and collaborate with others worldwide to stimulate learning beyond the classroom to stimulate continuous learning. Another is establishing a culture of academic excellence by transforming the learning environment all the while increasing expectations and encouraging innovation so that students become effective problem-solvers and attain higher goals.

By providing students with internet access twenty-four hours a day through the use of wifi hotspots and their Chromebooks and through providing training for teachers with the associated use of these devices in a project-based learning environment, both of the above goals will be addressed. This will allow students to collaborate without the confines of a classroom or even a brick and mortar school building. They will be able to easily communicate with other students and classes from other parts of the State, country, and even the world to glean knowledge and skills from different cultures. They can share this knowledge through many different technological mediums such as websites, blogs, videos, online assessments, and online presentations. The learning environment will be transformed by allowing students to use their knowledge and research skills to develop innovative projects based on specific learning objectives outlined by their teachers. The grant will allow purchase of the necessary tools for students to produce these innovative projects and free up the funds to provide teachers with meaningful trainings to help implement the Project Based Learning Model within their classrooms.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cameron Junior High has been identified as the campus in the greatest need for growth in our technology lending program based on the academic requirements for the students on the campus. Research indicates that homework becomes a larger factor in developing the college readiness skills of student as they enter the middle years of school. The one-to-one initiative that we have previously implemented has positively impacted student achievement. The expansion of the initiative is the next logical step toward creating a project-based learning environment for our students with technology and internet access being a working tool in this process.

An annual parent survey has indicated that approximately 25% of our middle school students do not have access at home. When we meet with Junior High parents to cover our acceptable use policy and have them sign our contract related to our lending program, we will specifically identify which parents do not have internet access at home. Students identified as not having internet access at home will be issued a MiFi Jetpack hotspot with wireless internet access when they are issued their District owned Chromebook.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The model outlined in this grant has already been implemented with some degree of success on this campus. Student performance on State assessments, as well as student surveys, indicate this initiative has been successful for Cameron Junior High students. Funds acquired from this grant will allow for the expansion of our one-to-one initiative throughout the middle school campus thus providing alignment of the instructional program throughout the school. Digital content, such as STEMScopes, EduSmart, and Sapling Learning, will be available for twenty-four hour a day access by students.

The addition of wireless internet access through MiFi hotspots will result in a more student-directed learning environment throughout the school. The project-based learning model that has been implemented on the campus will be able to be expanded outside of the school day. Through teachers being fully trained in project-based learning methodologies, the amount of opportunities for students at the Junior High campus to develop the skills of communication, collaboration, and critical thinking that are essential for success in the 21st Century in which technology literacy is an essential skill to success in any workforce environment.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District has adopted the STEMScopes science curriculum in Grades K-8. After review at a vendor fair offered by Education Service Center Region 12 it was determined that the curriculum continues to best meet the needs of our students. The District also has selected the Texas Write Source adoption as the English Language Arts adoption. Texas Write Source provides both print and digital materials to support student learning of the English Language Arts Texas Essential Knowledge and Skills (TEKS). Additionally, the District has adopted Sapling Learning as the text for Algebra I which is an option for students in the 8th grade at Cameron Junior High. Sapling Learning has an online component where students complete their assignments online, and then are assigned tutorials and additional practice on the concepts they do not initially master. Securing this grant would provide future students the access to this digital content twenty-four hours a day and also allow the selection of digital curriculum for future adoptions as well. All Cameron Junior High School students area also provided with a subscription for Career Exploration through iCEV. Students can use this application to begin to research and learn about future careers to guide their academic coursework and experience for their secondary years to come.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District has campus technology and instructional support for all teachers who will have students benefiting from this grant. We also have an Operations Director and three additional staff members who work in our technology department to keep the network, and devices belonging to the District, up and running to support the educational needs of our students and teachers. The District currently has a 10 GB Cisco backbone with a 1 GB connection to the desktop. Also, the District currently has 100 MB connection to the internet. The District recently purchased and installed a Meraki wireless system which provides the District with 100 wireless access points. Networks have been created to separate wireless access for students and staff members which allows for better security and monitoring of student on the District network.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Grant Manager, Superintendent, and Campus Principal have previously collaborated to design a Responsible Use Policy that meets the needs of the Technology Lending Program. The District incorporated specific aspects of the Responsible Use Policy with policies designed by similar districts who have implemented one-to-one and/or technology lending projects. The District reviewed model materials available on the Consortium for School Networking Association's website, www.cosn.org. If awarded this grant, electronic copies in English and Spanish of the Responsible Use Policy, procedures and guidelines will be posted on the District's website and mobile device app for both Android and iPhones. Paper copies will be available through the campus office. A parent meeting will be held to explain the objectives and educational value of this project and to communicate the Responsible Use Policy to parents. The Responsible Use Policy will also be explained to students through an orientation. Chromebooks and Mifi Jetpacks will not be issued to students until the Responsible Use Policy is signed by both students and parents.

Devices will be barcoded upon arrival into the District. After students and parents sign the Lending Agreement, staff will issue devices to students and record the barcode of the issued devices. Subsequently, the District's Operations Director will enter student information into his inventory database for future reference. On scheduled monthly dates, teachers will inventory devices to ensure that students possess the devices they were issued. Teachers directly servicing students through the grant will be provided troubleshooting training by our technical support staff. When a student has a device that is not operating correctly, the teacher will have a loaner device that the student can use while their device is repaired. The teacher who collects the inoperable device will submit a work order for repair of the device. The technology support department will then take the appropriate action to repair the device as soon as possible so that the student can once again have twenty-four hour access to instructional materials and used within their classroom as well as at home.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District currently issued Chromebook devices to Cameron Junior High Students. The practice used for the issuance of the MiFi Jetpacks will be replicated for students determined to have the need for one during the implementation of this grant. One of the main features of our current practice is to barcode the devices issued to students. Teachers will inventory devices issued to students on a monthly basis. Furthermore, technology staff will conduct a physical inspection of devices biannually. If a device is identified as in need of repair, it will be turned in to the Technology Department and a replacement device will be issued to the student. The District will dedicate a sufficient amount of our budget to a self-insurance fund for the repair of damage or loss that renders a device inoperable.

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